**Katelyn Reyes**

**Graphic Design Lesson**: **Visual Identity**

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| **Title:** Personal Logo | | **Grade Level:** 8th Grade |
| **The Big Idea (Overall Concept):** Exploring the impact of logos through thoughtful design | | |
| **Description of Lesson (Brief Summary):**  Class will learn about the fundamentals of logo design. They will then design their own personal logos in order to become familiar with creating for the objectives and needs of a client (themselves). They will start by viewing and responding to a presentation, then creating thumbnails sketches. Their final product will be made on Adobe Photoshop. Students will participate in class critique at the end. | | |
| **Time:** About 2 weeks | | |
| **Enduring Understandings:**  Creativity and innovative thinking are essential life skills that can be developed.  Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.  Visual Imagery influences understanding of and responses to the world.  People gain insights into meanings of artworks by engaging in the process of art criticism. | **21st Century Skills:**  Critical Thinking, Creativity, Communication, Technology Literacy, Initiative, Productivity,  **Studio Habits:**  Envision, Observe, Reflect, Stretch & Explore, Understand Art Worlds | |
| **Essential Questions:**  What conditions, attitudes, and behaviors support creativity and innovative thinking?  How do artists and designers determine whether a particular direction in their work is effective?  Where and how do we encounter images in our world?  How do images influence our views of the world?  How does knowing and using visual art vocabularies help us understand and interpret works of art? | **Technical Skills:**  Students will learn about one of the roles of a graphic designer.  Students will be introduced to Adobe Photoshop.  Students will learn skills of branding / creating a Logotype:   * Establish naming of their self brand. * Branding and Visual Identity that engages and communicates your unique personality. * Create the elements that define your brand logos: color palette, font choice,  imagery, etc. * Apply your branding in a creative, engaging and appropriate way. | |
| **National Core Art Standard’s:** http://www.nationalartsstandards.org/  Creating - VA:Cr1.1.8a Document early stages of the creative process visually and or verbally in traditional or new media.  Creating - VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.  Responding VA:Re7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.  Responding - VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. | | |
| **Instruction – daily plan:**  Day 1:   * Presentation of general logo design concepts. ( [Logo Slides Presentation](https://docs.google.com/presentation/d/1MfyFGOyP_Gu_HrF9ylpE-Kn-aqz5ueYP94cYDKbTLBk/edit#slide=id.g35f391192_00) ) * Students will receive a handout of project description and rubric. * If there is time, have them start their first step of researching and brainstorming. * Students should, in their sketchbooks, start taking notes, writing down ideas, and drawing thumbnail sketches for their own logos.   Days 2-3:   * Students continue to work on their researching and brainstorming. * By the end of Day 3 they should be transitioning to step 2: adding details and refining their work in their sketchbooks.   Days 3-4:   * Students should be finalizing their designs in phase 2. * Students should have their final shapes/forms, colors, fonts, sizes, symbols decided upon. * Students will show teacher for final approval before going to the computer.   Day 5:   * Students will view an introductory demo to photoshop and the different effects and tools available in the program. * They will also receive handouts and websites to help them learn the program, and address questions they may have. * If there is time, they will begin working on their designs in Photoshop.   Days 6-9:   * Students will continue working on their designs in photoshop. * Teacher will help students as needed on the program individually or in small groups. * If some students finish early, they can work on placing their logo into real life branding situations (ex: letterhead, billboard, merchandise, etc) * Students must place their work into google classroom file for grading.   Day 10:   * Class Critique - all student work will be displayed on large screen and will be given an exit slip, see below. | | |
| **Resources:** (Websites, Books, Music, etc…)  PowerPoint Presentations [Logo Slides Presentation](https://docs.google.com/presentation/d/1MfyFGOyP_Gu_HrF9ylpE-Kn-aqz5ueYP94cYDKbTLBk/edit#slide=id.g35f391192_00)  Megg’s History of Graphic Design  [www.Behance.com](http://www.behance.com)  <https://www.pentagram.com>  <https://www.youtube.com/watch?v=zOPA0NaeTBk> - Aaron Draplin  Photoshop basics information, see below | | |
| **Materials Needed:**  Sketchbook  Pencil  Computer with internet access and adobe photoshop  Printer | | |
| **Evaluations:**  Formative – Sketchbook Entry checking for investigation, sketches, and process. Timeline and student observation.  Summative – Rubric (see below) , Class Critique / Exit Slip (see below) | | |

**Personal Logo Evaluation Rubric**  ***Name:***

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| Read each criteria below carefully and rate each one from 1 point to 10 points. (1 is like an “E” and 10 is like an “A”) | Self  Evaluation | Teacher Evaluation |
| Project was completed and turned in on time (on google classroom). | /10 | /10 |
| Artwork shows good craftsmanship, obvious care and consideration, and was able to produce a final design on photoshop. | /10 | /10 |
| Artwork is original, unique, personalized, and not just copied clip art. | /10 | /10 |
| Artwork reflects an understanding of a successful logo: appropriate use of imagery, symbols, font, color, size, etc. | /10 | /10 |
| Completed the self-evaluation, reflection, and exit slip below. | /10 | /10 |
| **Total:** | /50 | /50 |
| **Final Grade:** Your final grade is the combined total of both self-evaluation and teacher-evaluation.  \_\_\_\_\_\_\_\_\_\_/ 100 | | |

**Reflection:**

How do images / logos influence your views of the world around you?

What new ideas did you get that extended or pushed your thinking in new directions?

**Exit Slip:**

How does knowing / using visual art vocabularies help us understand / interpret works of art?

Which logos, in your opinion, had the most successful use of:

Color:

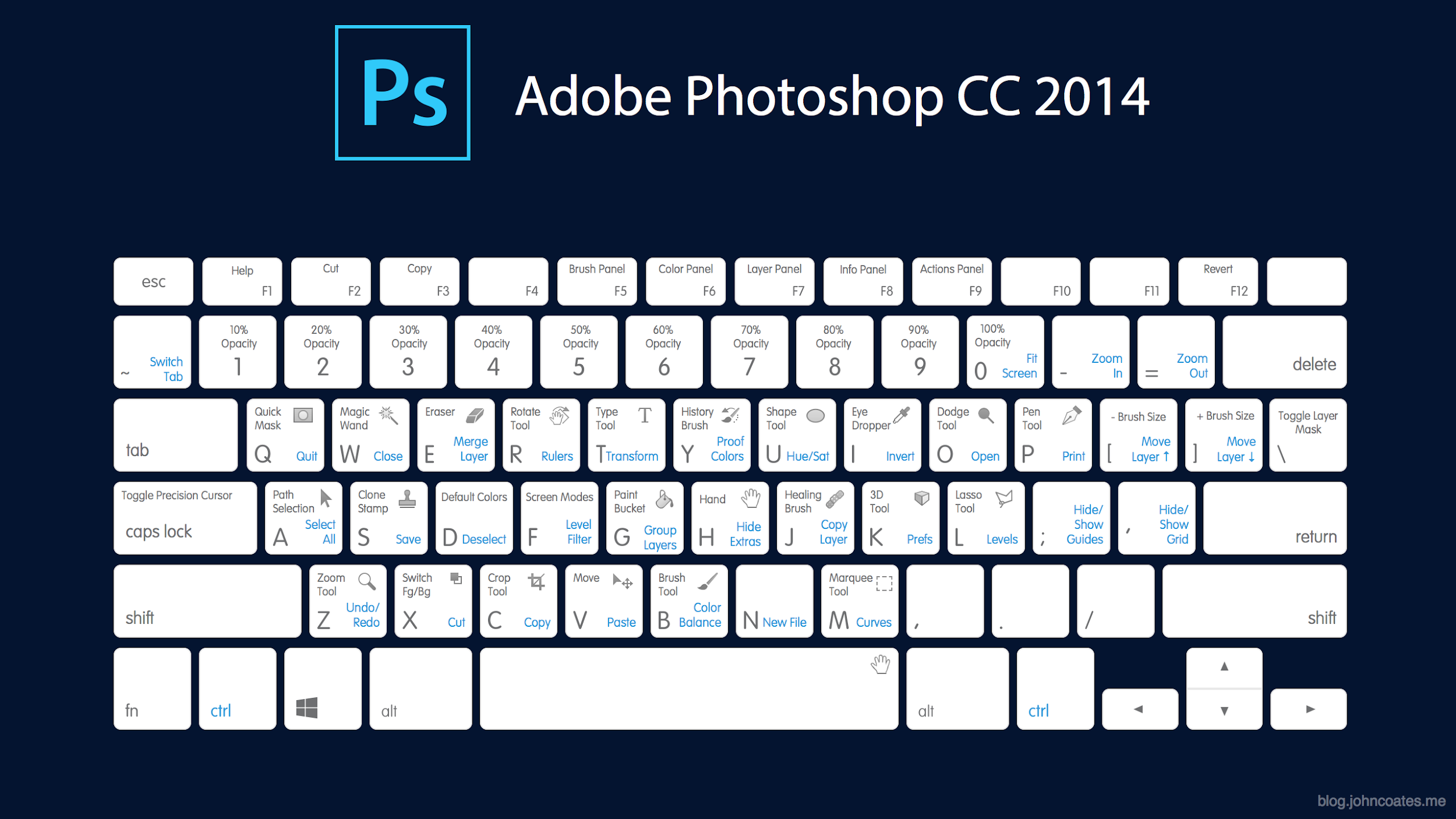
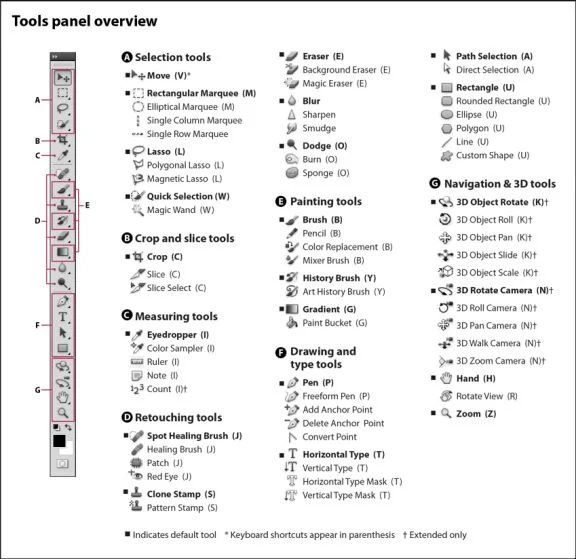
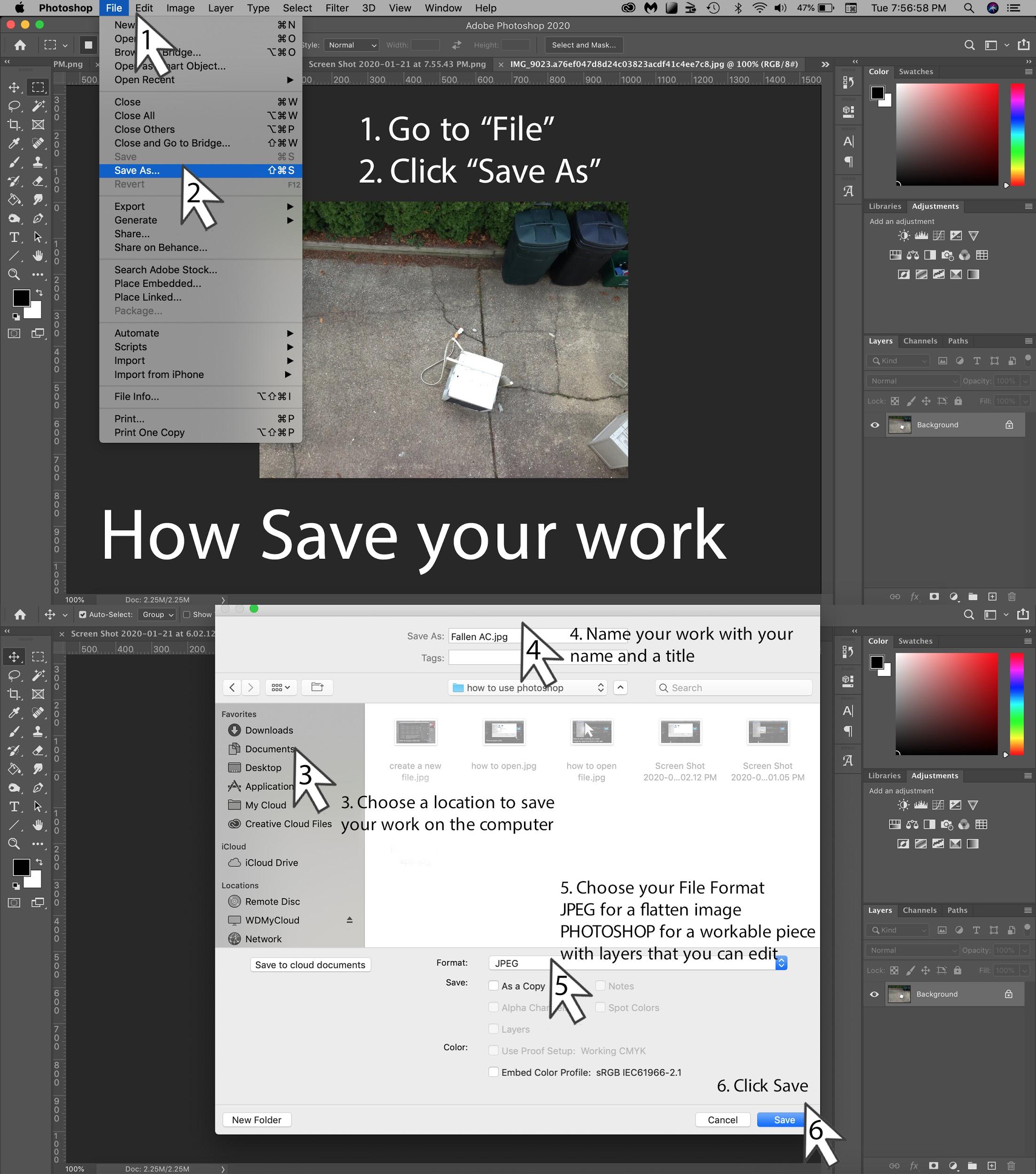
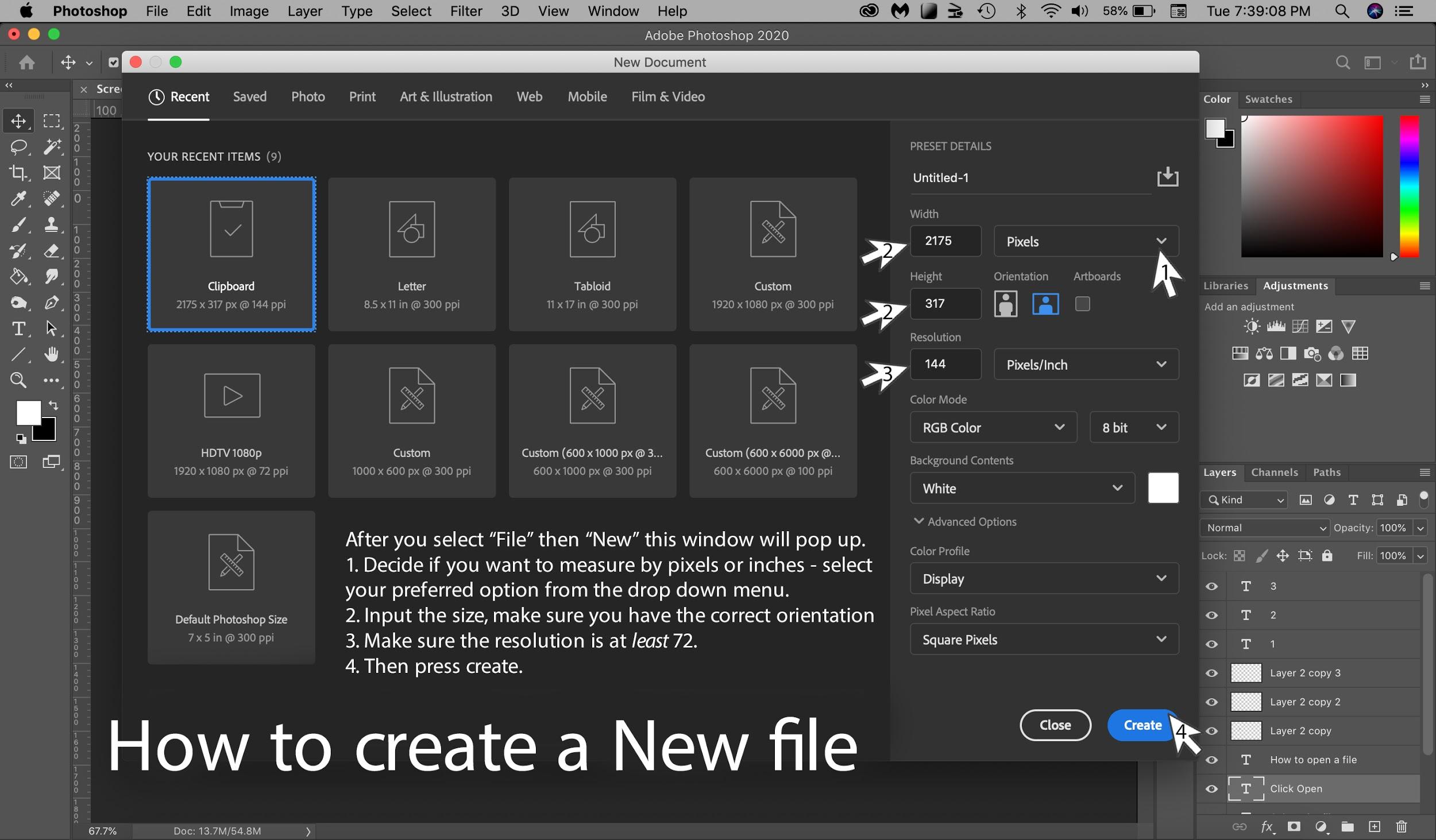
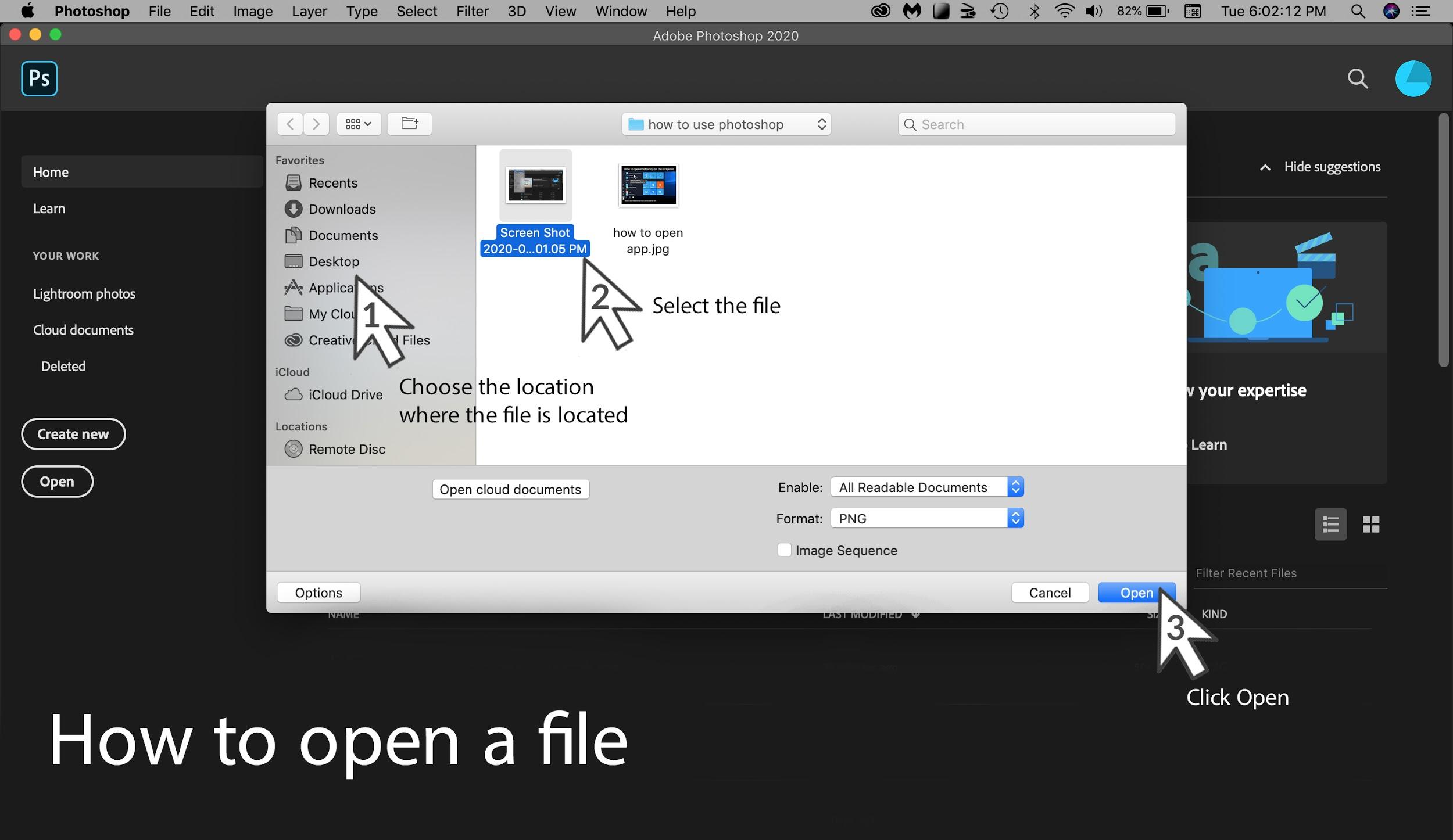
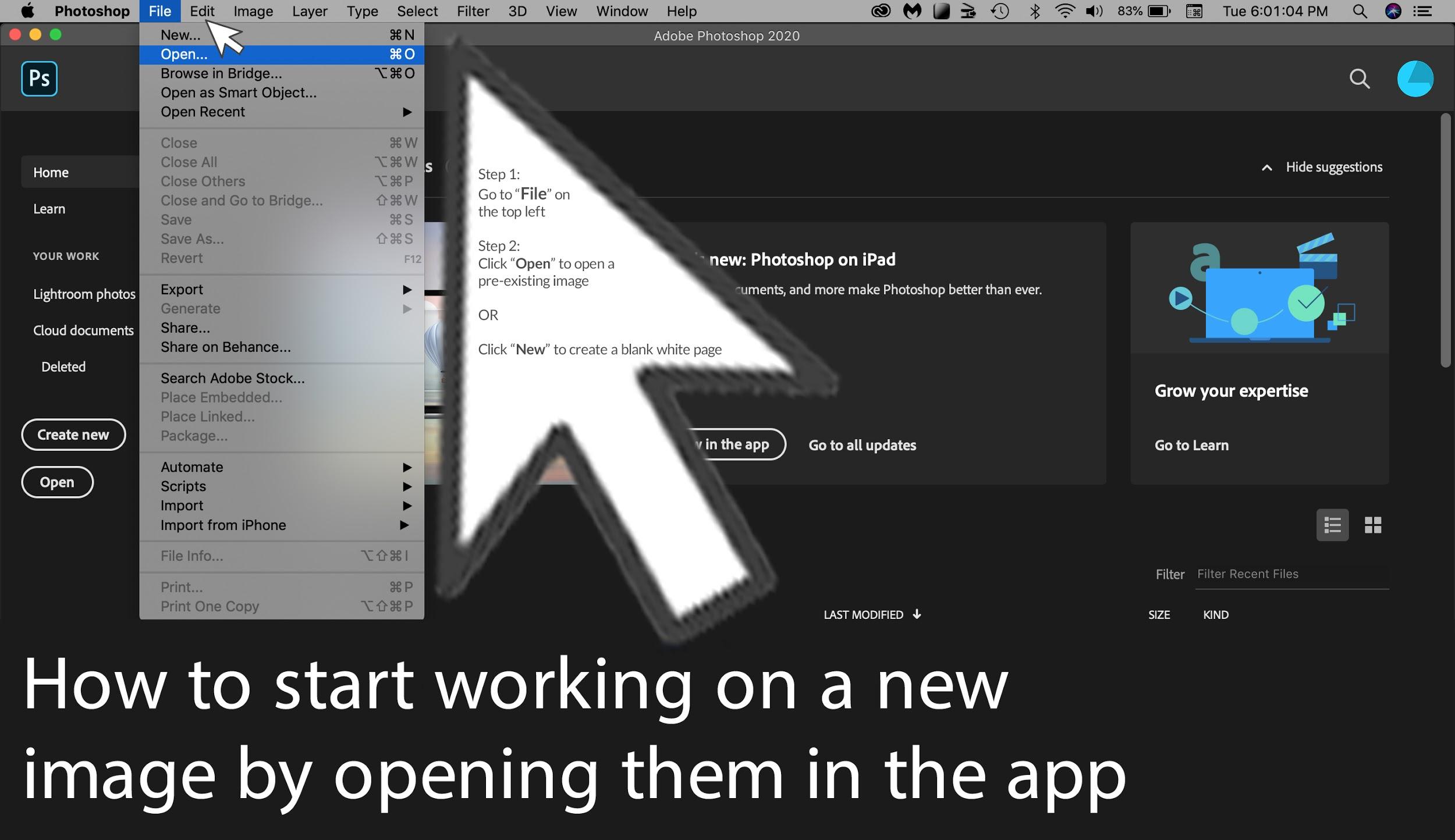
Font:

Shape / Form:

Sizing:

**PHOTOSHOP BASICS**

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